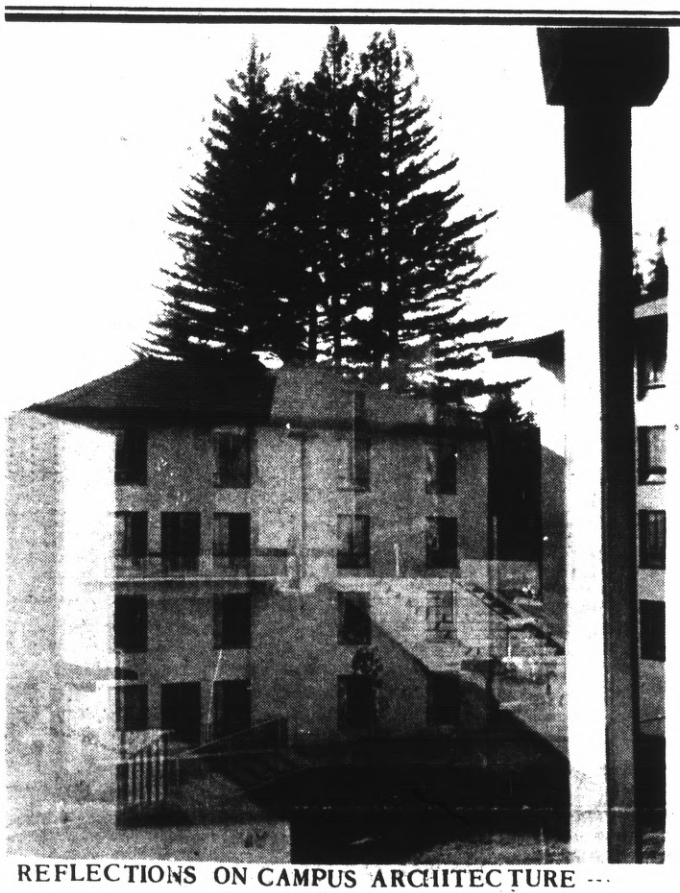
THE FULCRUM

Volume 1 Number 7 November 11, 1966 Published Weekly



REFLECTIONS ON CAMPUS ARCHITECTURE ---

If you are interested in the master plan for architecture see Page 3

To Neophyte Junkies, "Why not reality?"

The Stevenson Fellows' Night speaker this week was Lewis Yablonsky, presently of San Fernando Valley State College at Northridge and author of The Violent Gang and a study of Synanon. As a sociologist and psychologist, he specializes in the study of crime and delinquency and their relation to drug addiction.

Mr. Yablonsky believes our society is moving into the phase of drug addiction best described in Brave New World as Soma pills, about which Huxley said, "The Soma pill combined all the advantages of Christianity and alcohol and none of their disadvantages."

He went on to describe the most prevalent trends in American drug addiction. The first is the "emotional habit", in which there is no physiological dependence upon the drug, but life may seem meaningless without it. The use of marijuana is usually in this category. The second addiction pattern is "emotional - physical" where withdrawal entails a physical illness. Such habits involve, for example, opium derivatives and synthetics such as methodone.

Mr. Yablonsky wished to stress at this point a recent theory that the body has a way of absorbing drugs made from grown things, but the synthetic drugs, the acids, are far more insidious because they may do irreversible neurological damage.

The third trend in American drug addiction is "research into an inner world," involving the psychedelics, such as LSD and peyote. The original motivation for such use is usually the search for new perception, an advantage that Mr. Yablonsky thinks is highly overrated. Except for the few users who either receive psychotherapeutic advantages or become psychotic, most, after 10 - 20 trips, become "dropouts from life" as they "unhook from society." In this context, he doubts the usefulness of the research being done by Leary and his disciples.

There were question-and-answer periods in the dining hall and the Jolly Room where such matters as the Synanon Game, different types of therapy, and whether LSD is an aphrodisiac were discussed. Mr. Yablonsky wound up his remarks with the sentiment that there was so much substance to reality that he didn't intend even to try drugs. He asked in closing, "Why not reality?"

Kerr Gives Reassurance On Results of Elections

Thursday morning, before arriving for a tour of Santa Cruz and a meeting with students, President of the University Clark Kerr, held a press conference at which he reassured members of the press and representatives of the various campus newspapers that there would be no change in the administration as a result of the outcome of Tuesday's election. Speaking in the conference room at University Hall in Berkeley, the President answered many questions on the elections, the bonds, and recent trouble at the Berkeley campus.

Kerr stated that he was very pleased that Proposition 2 had passed by some 600,000 votes. The result of the gubernatorial election was the subject of several questions concerning both the president of the University's relationship to the Governor-elect and the possibility of a proposed investigation of the University. Dr. Kerr stated that although he had not yet met Ronald Reagan, he was looking forward to meeting with him. He did fear that the possibilty of tuition at the University was increased by the election of Mr. Reagan and certain members of the State Legislature.

Concerning Mr. Reagan's proposal to investigate the University, Dr. Kerr maintained the University's position of "no comment."

When questioned concerning the relationship of the University as a whole and the residential colleges, especially concerning student government, he stated that he felt that students were usually removed from their student governments and that the Santa Cruz idea of governments for each college was one solution to this problem. But he also felt that some "holding company" type of organization was needed for general University matters and the distribution of University funds.

Cowell Visitors to Present 'From the Other America'

Cowell College today hosts a group of students of varying backgrounds in an effort to acquaint young people from minority groups with the possibilities of continuing their education at the university level.

A special program to be presented at 7:30 tonight in the Cowell Dining Hall will conclude the guests' one-day stay at UC Santa Cruz. Entitled "Views from the Other America," the program was organized by J. Herman Blake and will be perfomed by the visiting students, many of whom are well-known in their own communities for their artistic work.

The problem of minority group education beyond high school is a major one, according to Blake. "Some students are qualified to enter college (Santa Cruz specifically) but have not applied because they consider the University beyond their ability.

"Others are capable of meeting the expectations of Santa Cruz, but have not adequately prepared in high school.

"A third group may be unprepared for admission and even if prepared may not be equipped to handle the work load here. Such students should be encouraged to think of entering other schools."

The students visiting today were invited by Mr. Blake because he thought they as individuals with college potential could benefit from the experience. Many are high school juniors and can therefore adjust their plans now, should they be impressed with Santa Cruz and decide to apply.

Each student was matched with a Cowell resident and will spend a "normal" day on campus. This afternoon a committee of Provost Page Smith, Chancellor Dean McHenry, and Assistant Chancellor Howard Shontz will officially welcome the guests and try to clear up some misconceptions about Santa Cruz.

"Many of these students," said Blake, "think that college will cost from two to four thousand dollars per year. We must dispel these ideas, stressing how costs may be taken care of through work-study and Educational Opportunity funds."

Tonight's program, open to all students, will include: Ruth Ann Sarracino, a full-blooded Indian doing the authentic dances of her tribe; Faye McNair, student body president of Ravenswood High School in East Palo Alto, doing dramatic readings; Sammie Brooks showing a documentary film he has made called "The Dream Flowers"; and Jimmy Scott, presenting a performance of his one-act play which is currently receiving acclaim in the Bay Area.

In addition, Mr. Blake will do dramatic readings of the folklore of the Negro, and if time permits, UCSC students may participate.



For Those Who Care

The results of Tuesday's election with 28,563 out of 28,573 precincts reporting:

Governor:	
Brown	2,690,391
Reagan	3,639,609
Lieutenant Governor:	
Anderson	2,533,497
Finch	3,749,309
Secretary of State:	
Jordan	3,395,215
Schlei	2,731,742
Controller:	
Cranston	3,065,918
Flournoy	3,111,517
Treasurer:	
Betts	3,015,308
Priest	3,116,716
Attorney General:	
Lynch	3,309,520
Williams	2,831,590
Proposition 1A--Constitutions	
Yes	4,110,783
No	1,417,873
Proposition 2--Higher Education Bonds	
Yes	2,998,221
No	2,351,596
Proposition 16--Obscenity	
Yes	2,475,073
No	3,186,583

GINAL DEFECTIVE

THE FULCRUM

Editorial Board
Patty Bennett Alex Bloom
Nancy Coleman Thomas Proctor
Zack Wasserman

Trouble in Paradise

The following was an unsigned article submitted to The Fulcrum. The editors felt that it expressed some of their feelings regarding Santa Cruz and that The Fulcrum, being a student newspaper, should present the opinion of an interested and analytical student.

There seems to be a myth growing up about the University of California at Santa Cruz. This is supposedly a paradise of learning. Every student is of top caliber and is dedicated to that ultimate shining goal -- knowledge. Every teacher is brilliant. Students look forward to going to class as much as those wild Friday night dances or the art movies shown every Sunday.

And there's a teacher at every dinner table. You can talk. Communication is the magic word. Time magazine said so in plain black and white last spring.

No one worries about grades; it's all pass/fail. All that matters is how much you learn, anyway, right?

Yes, everything is great at Santa Cruz. At least that's what the myth would have everyone believe. And some did believe it and did apply and are here now.

Orientation Week Not the Millenium

They arrived for orientation week, many ready for the millenium. It didn't take very long before they saw that Santa Cruz wasn't perfect -- there are problems here,too.

The returning students all knew each other and quickly divided into cliques. The new student knows his roommate and probably a few other new students, but unless he knows someone who went to Santa Cruz last year, it is difficult to get to know sophomores or seniors.

The students who came expecting an orientation week that was going to be a learning experience in itself found time on their hands -- a great deal of time. Just as well, though, it gave them some time to explore the campus and meet some teachers. But after a few hours the campus was explored and the teachers were busy or not yet arrived.

However, this was all temporary. When classes started, the new student thought, everything would fall into place. Perhaps you've noticed, it didn't work out that way. Where are all the small intimate classes? How can there be classes of 50, 75, and 100 students? There must be some mistake. The myth said that most classes are small.

Where is the Myth?

The new student (and perhaps by now the gentle reader also) begins to wonder if there is anything true about the myth, anything good about the University of California at Santa Cruz. How was this myth created? Where is the paradise?

Well, my friends, it's like this -- there is no paradise.

But Santa Cruz is good, very good, great. How can such a statement be made after the myth has been torn apart? The answer to that is long and it needs to be explained in full.

In following weeks The Fulcrum will try to report the various aspects of that story, either in this column or another or someplace. It will be here. But if you have trouble locating it or even conceiving such an answer, the Bible has a suggestion: "Seek and ye shall find."

All editorials are the opinion of the editorial board and are not necessarily the opinion of either the student body or the University.

Published by students of the University of Calitornia Santa Cruz

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Letters to the Editor

---- Pass/Fail

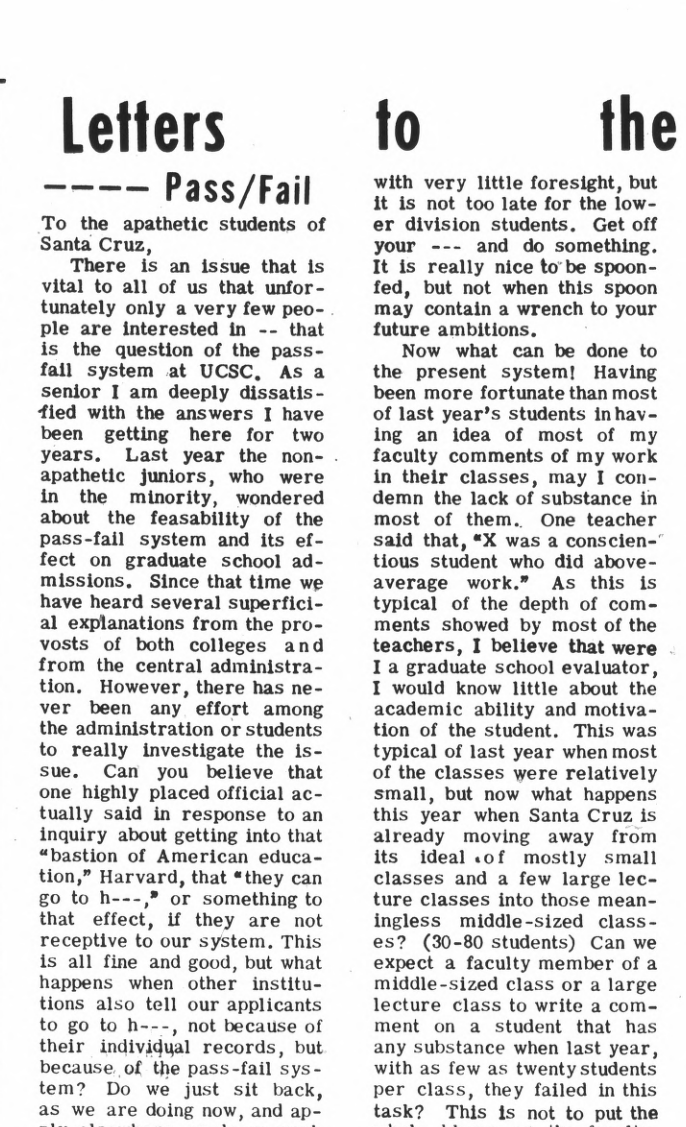
To the apathetic students of Santa Cruz,

There is an issue that is vital to all of us that unfortunately only a very few people are interested in -- that is the question of the pass-fail system at UCSC. As a senior I am deeply dissatisfied with the answers I have been getting here for two years. Last year the non-apathetic juniors, who were in the minority, wondered about the feasability of the pass-fail system and its effect on graduate school admissions. Since that time we have heard several superficial explanations from the provosts of both colleges and from the central administration. However, there has never been any effort among the administration or students to really investigate the issue. Can you believe that one highly placed official actually said in response to an inquiry about getting into that "bastion of American education," Harvard, that "they can go to h---," or something to that effect, if they are not receptive to our system. This is all fine and good, but what happens when other institutions also tell our applicants to go to h---, not because of their individual records, but because of the pass-fail system? Do we just sit back, as we are doing now, and apply elsewhere, or do we work harder to improve "the system"? It is too late for my fellow seniors, who are nothing but guinea pigs of a good system that was conceived with very little foresight, but it is not too late for the lower division students. Get off your --- and do something. It is really nice to be spoon-fed, but not when this spoon may contain a wrench to your future ambitions.

Now what can be done to the present system! Having been more fortunate than most of last year's students in having an idea of most of my faculty comments of my work in their classes, may I condemn the lack of substance in most of them. One teacher said that, "X was a conscientious student who did above-average work." As this is typical of the depth of comments showed by most of the teachers, I believe that were I a graduate school evaluator, I would know little about the academic ability and motivation of the student. This was typical of last year when most of the classes were relatively small, but now what happens this year when Santa Cruz is already moving away from its ideal of mostly small classes and a few large lecture classes into those meaningless middle-sized classes? (30-80 students) Can we expect a faculty member of a middle-sized class or a large lecture class to write a comment on a student that has any substance when last year, with as few as twenty students per class, they failed in this task? This is not to put the whole blame on the faculty, for they are only human, but when their classes are at a reasonable number of students, below thirty, I would hope that by the end of the quarter they would have some insight into the motivation, ability, and accomplishment of a student. However, what happens when a class is over thirty students? In pure despair, I am afraid the only method that would be truly fair to both students and faculty alike would be to grade on the A, B, C, D, and F system. This proposal, as I said in preface to the last sentence, is in despair of the present system which seems to forget that a graduate education is the goal of most of our students, and the level of faculty comments at present is meaningless in the goal of graduate education.

In conclusion, I hope this letter will give you something to think about and maybe even act on, even though action does not seem to be the student way of doing things here at Santa Cruz. The Santa Cruz community college concept cannot possibly survive with the total apathy shown by the majority of students we have here.

Sincerely,
Dave Guggenhime
Stevenson College



Construction Continues

Yearbook Dilemma, Encore

Dear Editor,

I would like to voice my dismay over your presentation two weeks ago of the so-called yearbook dilemma. Actually, I can understand your strong bias toward one campus-wide book, a position which I held when the controversy was stronger but less publicized. However, after a rational review of the merits of separate yearbooks, my position has been reversed.

Firstly, I would suggest a look at Berkeley's 700 page tome, the Blue and Gold, as staid and cumbersome as the campus where it sold only 3500 copies out of a possible 27,000 students. Our campus is different. We have a responsibility to set a journalistic precedent in line with the idea of small residence colleges, for this year and 1990.

More important, I think, is the creative potential of separate books. Now only is the idea of separate books in keeping with the concept of individual colleges, but it would also serve as a vital form of dialectic, defining and thus shaping the individual character of each college. In one large book each college would be forced into a set format, competing side by side, when, perhaps, the spirit of one particular college does not lend itself to a traditional yearbookish format. Each college should be free to choose its own format and media of expression, if it chooses any at all, which would portray that college's individualism.

As one begins an adventurous project, such as a publication, it would be reassuring to know that student interest is behind him. I hope the decision for separate college publications can now be better understood.

Sincerely,
Kathy Whiteman
Editor -- Stevenson College "Yearbook"

Letters Continued on page 3

Master Plan Stresses Unified Diversity

The University of California at Santa Cruz is developing under a long range plan designed and Regent-approved in 1963. In the words of Clark Kerr, the plan attempted to ensure that "the attributes of great size and the virtues of smallness need not be strangers to each other." So far, $16,200,000 has been spent in creating Cowell and Stevenson Colleges, the Field House, the Natural Sciences complex, and a portion of the academic core, including the library, as a part of the plan.

By 1990, 12,620,000 square feet of academic, residential, athletic, activities, and service facilities will have been constructed on the sprawling, 2000-acre UCSC site. Such extensive expansion, large land holding, and increasing expenses require constant planning and control. This guidance is provided by Physical Planning, which consists of six licensed architects as part of the regular University staff: Jack Wagstaff, Bill Kinst, Bruce Lane, Richard Peterson, Harry Tsugawa, and Theresa Yuen. All work on the campus must be approved by their office, located in the modernized Carriage House at the southern end of the campus.

Certain problems that have arisen indicate that some revisions are needed in the Master Plan. The problem of parking and transit in general is under serious study. Since cars are discouraged, some means of intracampus transportation, perhaps a trackless train, is being considered. Density of the student population is a long range problem. Wise land usage seems to demand that future UCSC colleges place more students on less land, either by making buildings higher or closer together.

Also, there is an increasing realization of a need for conservation or ecological planning not included in the original blueprint for development. Such a plan would attempt to preserve three types of resources: Large areas in their natural state, areas to be used for teaching resources, and areas for later architectural use. The first category includes preserving areas such as the central meadow and canyon; the second reserving some of the unusual flora and abundant animal life found on the UCSC site for natural science study; the third developing small unusually scenic areas, to be used for the landscaping which is so important to UCSC architecture.

Time and money shortages cause other construction difficulties. The lack of funds has hampered building so far. The current bond issue will directly affect the pace and extent of University building. Because of time constraints, in addition to the constant scramble to complete each complex by the time it is needed, it is hard to apply the lessons learned from one project to the immediately following projects. Construction itself poses a fundamental problem because it causes danger and inconvenience to workmen, University people, and visitors. Although major problems exist in UCSC's physical planning, they seem to be surmountable, according to the architectural staff, who are strongly optimistic.

The architectural staff has a unique approach to UCSC architecture. Santa Cruz, unlike almost every other campus in the world, is not bound to a single architectural statement, but is open to a great diversity of statements by individual architects because of the small residential college concept. Therefore, with the growth of UCSC, Clark Kerr's statement on the possibility of merging the great and the small may be concretely realized.

in the public eye. . .

Jack Wagstaff -- Campus Architect



What exactly does your job involve?

As campus architect, my job involves the development of the physical facilities of the Santa Cruz campus necessary to provide for the academic program that's planned for the years ahead.

What steps are taken in the planning of a brand-new campus?

At this campus, after selection of the site in 1958, the first few years were spent in developing the academic and physical plans. In 1962 and 1963 the master plan was developed to guide the future development of the campus, and in 1963-64 and thereafter, the first projects were designed to fit the needs of that plan. Now we're just going on from there.

What's the difference between the master plan and the academic plan, and how are they related?

Well, the academic plan is a plan for the campus; it's not a physical plan at all, rather it sets forth the general academic goals of the campus. It's part of a general University-wide academic plan which establishes a role for each of the campuses. It was prepared under the Chancellor's direction and was approved in principle by the Regents. The physical master plan is the stone and concrete embodiment of the master plan. It gives the academic plan a physical reality.

Are the different colleges designed by different architects or by the same group?

The inclination and procedure at Santa Cruz in developing the college plans, is to fortify the differences among the colleges in academic emphasis by having the colleges designed by different architectural firms with no conscious attempt to have one architecture be recalled in the next college. Since the colleges have different emphases and personalities, the architecture is planned to bring these out physically. In the physical master plan, there's a statement to the effect that there's to be no overriding architectural style for Santa Cruz. The architecture of the campus, basically, is in the topography and the forests.

Will they be linked together stylistically, or will they be completely different?

Rather than tie things together by a style or by forms, we'd rather link them by use of materials, which in our case are concrete, redwood, and copper. You'll find this running as a thread through most of the buildings on campus.

When will Cowell and Crown be finally completed?

Crown should be completed in time for the fall quarter of 1967. Stevenson has been completed and accepted by the University, and Cowell, although not quite complete, has acquired beneficial occupancy from the contractor, and should be totally completed within a month. The work of site development and landscaping is under way and should be completed in two or three months, hopefully before the rains.

What factors would you say are necessary for a well-planned campus?

In the first place, in order to judge the plan of a campus you have to know a little about the way it's organized and the way it functions, for campuses function in different ways. This campus was developed on a different basis from the Berkeley campus, for example, which is a central campus.

In general though, a well-planned campus should take full advantage of the natural amenities of the site. The circulation patterns for the students should be evident and work well. The buildings should be attractive and should, hopefully, stimulate academic life.

One of the things that characterizes some of the fine campuses in the East, campuses that have evolved rather than having a master plan, is that the buildings on the campus, although built at different points in time, have a certain uniform excellence. They are important in themselves. You'll see this, for example, at Yale or Harvard of the University of Chicago.

What's the average cost for a college at Santa Cruz?

Since the colleges vary so greatly in themselves, you can't name an average cost. However, the amount ranges from three to five million dollars.

Letters . . . . .

Survey Skimps

Dear Editor:

I was rather disturbed by the election poll published in last week's Fulcrum, but less by the results than by the method. Aside from the fact that only resident students were interviewed, a major flaw existed in the categories used in reference to political labels. The question asking interviewees if they were conservative, moderate, or liberal missed one increasingly significant group. I speak of the radicals, the New Left. This most relevant political element must not be ignored in any study that claims to truly understand the campus scene. Hopefully they will not be skipped over in the future.

Russell Smith
Non-resident, Stevenson College.

Keepsake
REGISTERED DIAMOND RINGS

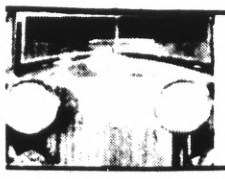


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Sports Schedule

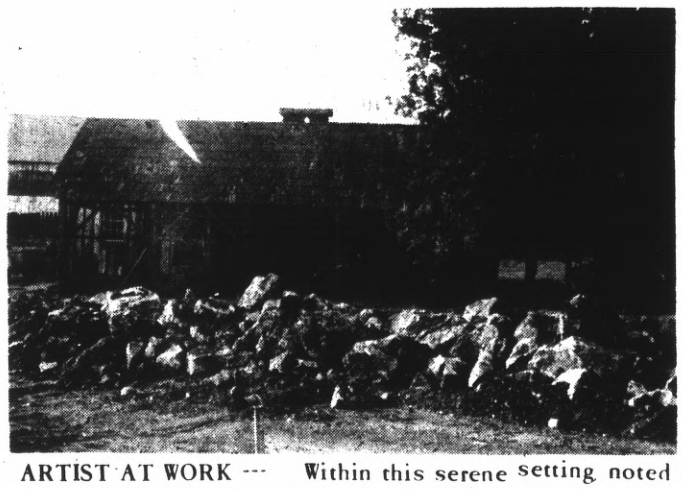
Nov. 1 through Dec. 9 Mon. and Wed. (7 p.m.-10 p.m.)
Women's volleyball round-robin tournament at Field House courts.

Nov. 1 to Dec. 1
Men's singles tennis tournament

Nov. 9 to Nov. 30
Entries accepted for men's intramural basketball "A" and "B" leagues. Round-robin play begins Dec. 5.

Nov. 20 (12:00 noon)
"Turkey Shoot" -- men's and women's archery contest (Columbia Round) at archery range. "Live" turkey for prize donated by U.C.D.

Nov. 20 (2 p.m.)
Central meadow course -- cross country intramural run for men (2 miles) and Ladies' Mile.



ARTIST AT WORK --- Within this serene setting noted sculptor Gurdon Woods creates works of art like those which have made him one of America's most highly respected artists. Mr. Woods has opened his studio to visitors every Wednesday from 9 am to 1 pm It is located in the Blacksmith Shop across the road from the Carriage House

Happenings. . .
activities at santa cruz

Calendar of Events

Friday, Nov. 11 -
7:30 p.m. Film and one act play, "Dream Blowers," Cowell Dining Hall
8:00 p.m. Film, "The Visit," 50¢, Stevenson Dining Hall.

Saturday, Nov. 12 -
12:30 p.m. Bus to San Francisco, return 11:30 p.m., $1, the bus will stop in downtown San Francisco and then take anyone who wants to go to the museum to see the 17th Century Dutch painters exhibition, then return to the downtown area to pick up anyone who is returning on the bus

Sunday, Nov. 13 -
5:00 p.m. and 8:00 p.m. Movie, "Les Enfants du Paradise," Nat. Sci. I.

Monday, Nov 14 -
3:30 p.m. Portuguese club meeting, Cowell 230 Stevenson Fellow's Night, Cowell Madrigal Singers.
7:30 p.m. Students for a Democratic Society, Cowell 131. Mr. Herman Blake, sociology professor in Cowell College, will speak about Black Power.

Tuesday, Nov. 15 -
6:30 p.m. United Campus Christian Ministry meeting, Stevenson 186.
8:00 p.m. Friends of the Library, Stevenson Dining Hall.

Wednesday, Nov. 16 -
6:45 Economics meeting and movie, Cowell 131.
8:00 p.m. University Religious Center meeting, Cowell 222.

Thursday, Nov. 17 -
3:30 p.m. Portuguese club meeting, Cowell 230
8:00 p.m. Gilbert Harrison, publisher and editor of "New Republic" magazine will speak on the "American Press and Foreign Policy" in the Stevenson Jolly Room. He is the Regents' Lecturer in journalism at UCLA.

Friday, Nov. 18 -
8:00 Dance, Cowell Dining Hall, 50¢ sponsored by the Ski Club.

Sunday, Nov. 20 -
12:00 p.m. Turkey Shoot, men's and women's archery, Archery Range prize -- a live turkey.
2:00 p.m. Men's Intramural Cross Country, Women's Mile in the Central Meadow.

Folksinging

All folksingers of Stevenson student body and faculty are invited to join in an evening of folk music in the Quiet Room by the fire place at 6 p.m. Sunday, November 13. Anyone who can play guitar, banjo, mandolin, etc., or lead singing is asked to come to the Non-Resident Coordinating Committee Office, 237B Stevenson, between 1 and 5 p.m. any day. In order to promote interest and high quality performance, students are asked to not just "show up" and expect to perform, but to contact the committee before Sunday night.

Symphony

The Cultural and Recreational Activities Committee will present the University Symphony Orchestra from UC Berkeley on Tuesday, November 22, at 8:30 p.m. in the Stevenson Dining Hall.

The program will include Beethoven's "Overture to Fidelio" and Mahler's "Symphony #4 in G." A coffee and cookie hour will follow the performance to give UCSC students a chance to meet the Berkeley musicians.

Cowell Constitution to Feature the Great Lot

The unique "town meeting" government of the Cowell Assembly is being finalized into a formal constitution by the Constitution Committee, headed by sophomore Gerry Stokes.

Meetings of the committee, held in the first floor lounge of Morison House at 7:15 p.m. on Wednesdays, are open to any interested students. The committee itself consists of Stokes, Judy Gaines, Dave Straub, Ann Griffiths, and John Warmbrodt.

Wednesday night's meeting discussed the Financial Committee, deciding its power, its duties, and its membership. As with the other parts of the constitution, the subject was then turned over to one of the committee members to be put into a working first draft. This draft is then discussed and revised, after which a final draft is submitted.

The Assembly itself, according to the final draft of the Constitution, will consist of all registered students who have paid the membership fees, all faculty members, and all administrative staff. It will be headed by three Selectmen, chosen from the assembly by lot to serve for one year, commencing with the spring quarter.

To be chosen, selectmen must submit a petition, answer questions from the Assembly, and then participate in the "Great Lot." Among their duties are representing the Assembly, scheduling and conducting meetings, executing clerical tasks, supervising the selection of committee members, and effecting legislation passed by the Assembly and its committees.

The Rules, Interpretation, and Procedure Committee will consist of five members chosen in the Great Lot to serve one year, beginning with the spring quarter. They will rule on any question of interpretation, select a parliamentarian for the Assembly, choose the Hendeka, propose student rules and Assembly procedures and organize and conduct impeachment proceedings.

The Hendeka is one of the most unusual features of the Cowell government. The Greek word for "eleven," Hendeka signifies the eleven student members of the judicial committee. The members are chosen each quarter and may not have served during the previous quarter. They will serve in groups of three, one group to each case brought before the committee, serving in order decided by lot. They will also decide whether any proposed impeachment should be brought before the Assembly.

Although the Financial Committee's duties are not yet in their final draft, during Wednesday's meeting these duties were suggested: drawing up the Assembly's budget, selection of a treasurer from among its members, and approving the use of miscellaneous funds as budgeted by the Assembly.

Male students wishing to help in' a difficult and time consuming task that may assure their future happiness are asked to contact Professor Michaelson and assist him in compiling the results of the draft questionnaire.

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